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ABSTRACT

This handbook describes a model project that provided literacy instruction for parents of preschool and primary school children and suggests on-going activities for parents to do with children at home. It also provides suggestions for implementing a similar program in other locales. The section on recruitment offers suggestions and sample materials. The section on implementation contains a list of references, describes teaching strategies, and discusses the five-step curriculum--initial inquiry, learning activity, language experience approach, storybook demonstration, and home activity choices. A typical class session is provided. The next section specifically addresses instruction in literacy from a pragmatic standpoint for limited English speakers. The final section describes what happened in the project, including the positive and negative effects of social context on literacy learning, adult achievement during learning activities intended for the children, and the importance of oral language on adult learning. Appendixes include a literature review; a core curriculum that includes each of the five steps and lists needed materials; an evaluation narrative; sample graphic information of evaluation observations; sample evaluation forms; and teaching tips. (YLB)

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INTERGENERATIONAL LITERACY MODEL PROJECT HANDBOOK

Project funded by Texas Education Agency,
Adult and Community Education Program

Handbook compiled by: Dr. Elizabeth Quintero

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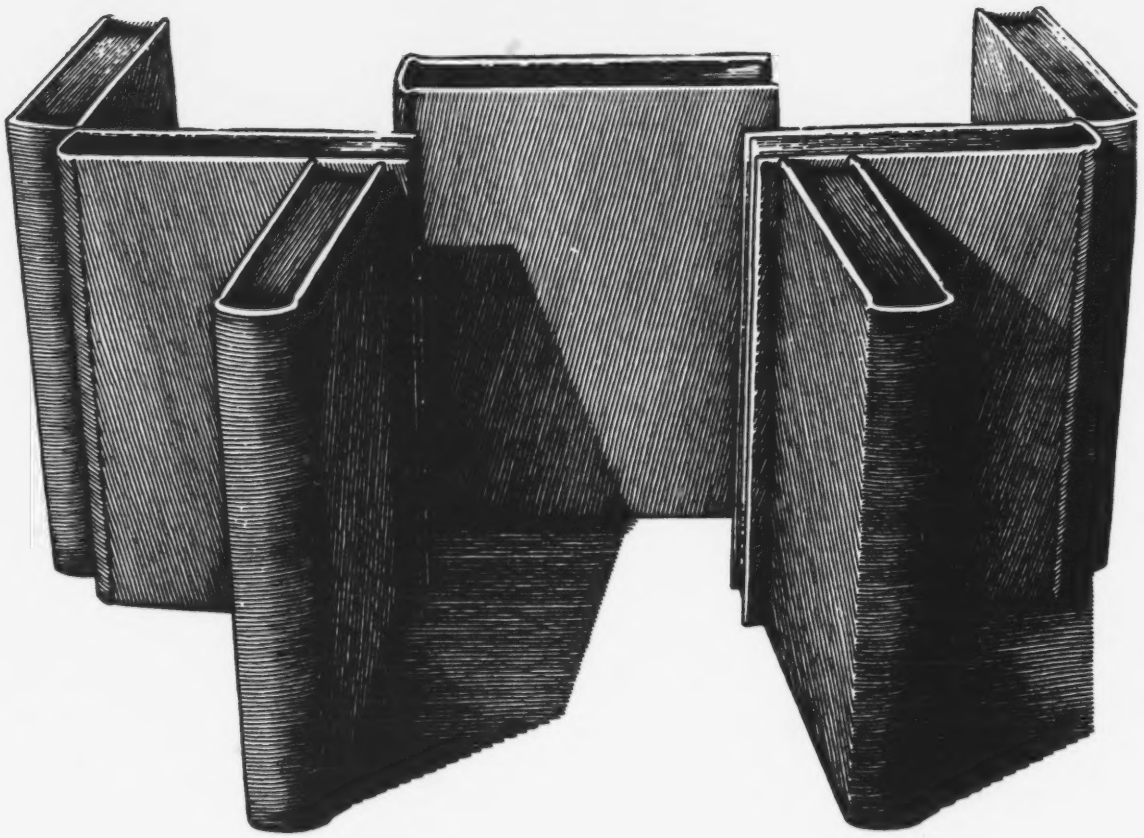
Intergenerational Literacy Model Project



Overview

INTERGENERATIONAL LITERACY MODEL PROJECT

Introduction

In September, 1986, an Intergenerational Literacy Model Project was funded by Texas Education Agency and implemented at El Paso Community College. The project was designed for the following purposes:

1. To provide literacy instruction for parents of preschool and primary school aged children in a setting where the parents are taught to help their children while at the same time they are assisted in improving their own literacy skills.

2. To provide suggestions of consistent, on-going activities for parents to do with their children at home to help develop, on a family-level, literacy behaviors which lead to successful literacy development.

3. To encourage the parents of young children to seek literacy instruction on an individual basis at least once a week.

Literacy Education Action

The Literacy Education Action program was established in the fall of 1985, as a program directly under the Vice-President of Instruction, with funding from the college to support its activities. The chairperson of the Literacy Task Force, Sandra Tate, an English faculty member, was released from full-time teaching responsibilities to coordinate the program and implement the plan of action. In addition, faculty members from the reading, sociology, and ESL disciplines, were given a portion of release time from teaching, to assist in the implementation of specific activities.

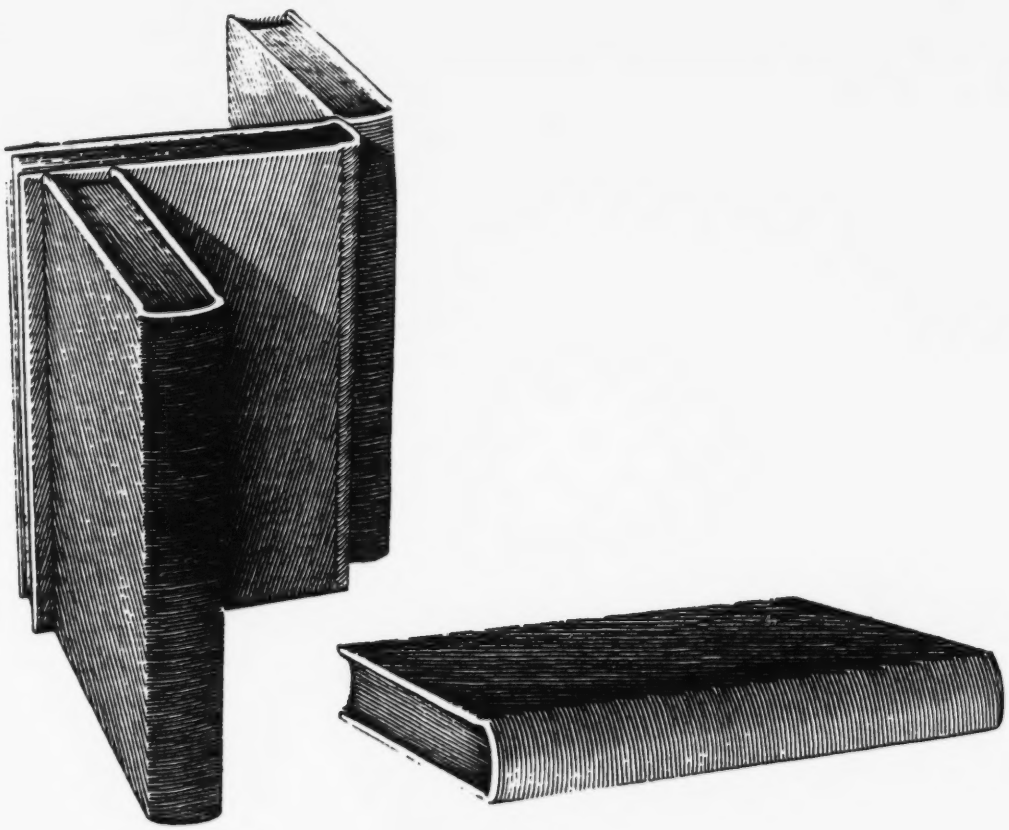
During its first year of operation the LEA program concentrated on developing its own literacy tutoring program, including recruiting and training volunteer tutors and recruiting community members with reading skills below the sixth grade. Since its inception the program has trained over 300 volunteer tutors. In addition, the program has tutored 300 community members, including English speakers, Spanish speakers, and bilinguals, all with reading levels below sixth grade. Most of this tutoring has been done by volunteer tutors in one-to-one situations.

The LEA program also concentrated on developing a network of community literacy groups, and providing suport to other groups involved in literacy activities. The college publishes a clearinghouse directory listing all literacy-related classes in El Paso, and serves as a clearinghouse number for volunteers and students. The college has also worked closely with the El Paso Herald-Post in its Year of the Printed Word activities and the local PBS and ABC stations in Project Plus activities.

The LEA program currently has 148 students placed in one-to-one or small group tutoring sessions. It has also begun classes for parents of low literacy levels and their pre-primary and primary school children to help build family literacy. In the fall of 1986 the LEA program opened its Literacy Center at the Rio Grande campus (downtown) and this Center is being established as a drop-in tutoring site as well as a support service for all community literacy programs. The LEA program continues to receive its

primary funding from the community college, but the program has also received grants from the Private Industry Council and the Texas Education Agency.

The El Paso Community College Literacy Education Action program is proud of its accomplishments during the past year. The program has received not only local but national recognition. In a recent monograph commissioned by the Cox Publishing Company titled Where Stands the Republic? Illiteracy: A Warning and Challenge to the Nation's Press, Jonathan Kozol writes of the program as an "exemplary collaboration of strong academic leaders." The college's commitment to the literacy effort remains strong, and the LEA program hopes to become an even more effective resource in the future in America's and El Paso's fight against illiteracy.



Intergenerational Literacy Model Project Design

This project was designed to use an intergenerational approach to literacy instruction. Initially four special tutoring groups consisted of:

1. Five English-dominant parents with preschool children
2. Five Spanish-dominant parents with preschool children
3. Five English-dominant parents with primary school children
4. Five Spanish-dominant parents with primary school children

According to this design, the parents and children attend classes which are small groups of ten to twelve participants. Yet, because the instruction is based upon the Language Experience Approach to teaching reading and writing, after an introductory activity each class is naturally divided up into parent-child teams. Consequently, each parent-child team receives small group and individualized instruction at appropriate ability levels.

The Participants

THE PARENTS

Parent 1: *I want to read. I want to help my kids so they don't have to go through what I did. It's a hard world out there, and if you can't read, it's awful.*

Parent 2: *Are you sure this will help my daughter? If you're sure, we'll do it. I don't know, really, if anything will help me.*

Parent 3: *This not-reading is handed down. My mother couldn't read, and her mother couldn't read and well . . . it's going to stop with me.*

These parents' comments reveal the feelings and the situations of many participants in the Intergenerational Literacy Model Project. All the parents have identified their main motivation for wanting to improve their reading skills as the desire to help their children. They are conscientious and caring adults who lack basic survival skills, but now want to catch-up with and surpass their children in literacy skills. They want to help their children with the tough challenges that come later in school and later in life.

THE CHILDREN

Child 1: *I like to draw. I tell my baby sister stories about my pictures.*

Child 2: *I do puzzles good.*

Child 3: *My Mom doesn't have to read that. I'll do it for you, Mom.*

Child 4: *I like to talk.*

The children, ranging from 2 to 11 years of age, from English-speaking families and from Spanish-speaking families, have given us all the hope to keep trying. Almost instinctively, certainly intuitively, the children thrive on what the experts call the "roots of literacy." The children love to communicate with gestures, by talking, by singing, by drawing, and by playing. They are active learners, and they enjoy "working" with their parents. Some even try to protect and compensate for the lack of skills on their parents' part.

THE INSTRUCTORS

Instructor 1: *I need to get her to understand that she doesn't have to drill the alphabet into her son . . . she needs to know that the oral language she uses with him, the conversations, the interest in his interests -- that's what leads to good reading.*

Instructor 2: *It's so-o-o hard. I've never done anything so hard because I never know what's going to to work. But I've never had the freedom to do exactly what I believe is appropriate for my learners, and I've never had learners so motivated.*

The model instructors come from different teaching backgrounds, and somewhat differing philosophies regarding literacy development. Yet, both have years of valuable teaching experience and flexibility of methodology. They have used the skeleton curriculum as a guide and gone on from there. They have adapted instructional activities to their own teaching styles, and most importantly, to the interests and needs of the learners.

THE VOLUNTEERS

Volunteer Participant 1: *The environmental print trip was very interesting. Some things I had never noticed. Today I had the opportunity to really see them.*

Volunteer Participant 2: *The children liked the experience; they were happy walking and learning the signs and the names of the streets.*

Volunteer Participant 3: *I think this program is very important not only for children, but for parents too.*

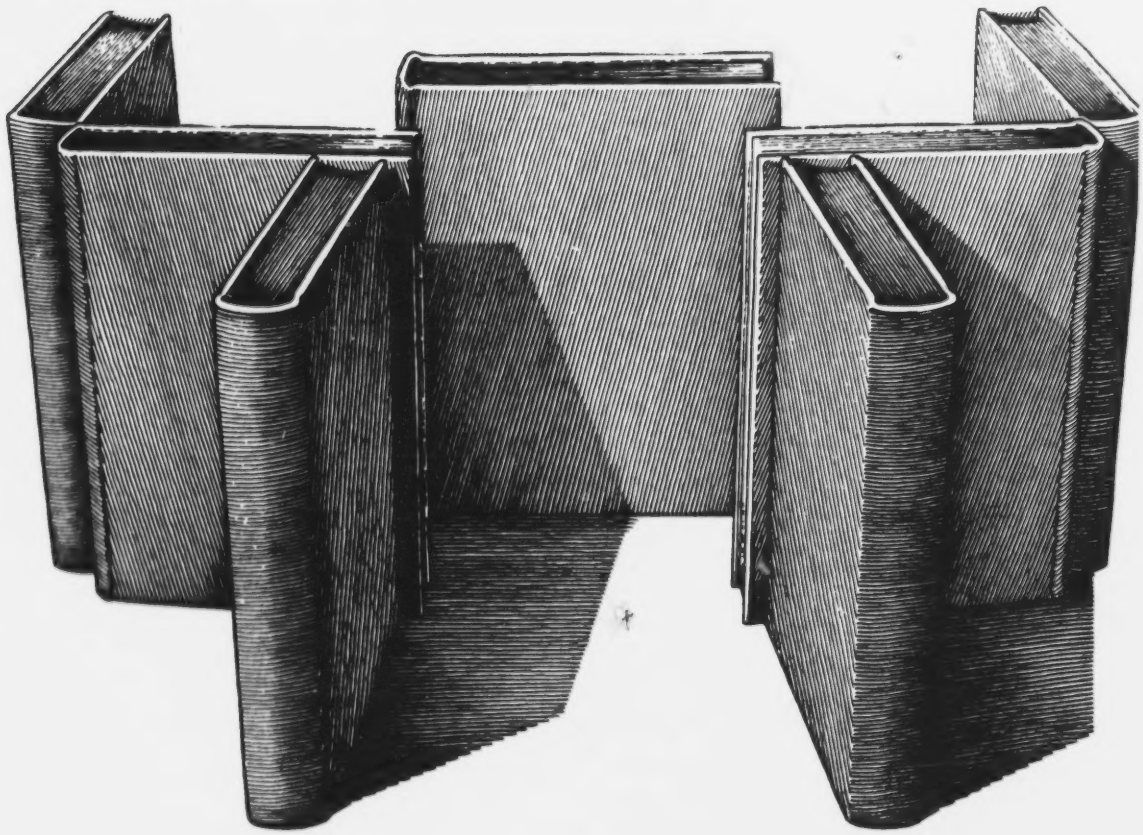
Volunteer Participant 4: *This program is necessary for the students of child development because we get good practice working with parents and children.*

The volunteers helping with the project were from both the community at large and the community college student population. They helped in many areas of the project development, including:

1. **Participating in the class sessions in a teaching assistant capacity.**
2. **Making materials to be used in the class lessons.**
3. **Assisting in the ethnographic evaluation process by completing various types of observation forms.**

Comments were often made by these volunteers that indicated appreciation for the opportunity to work in a field setting with parents and children together.

Recruitment



RECRUITMENT
Recruitment Strategies

Recruitment for the Intergenerational Literacy Model Project depends upon many sources of communication and upon the efforts of many people in the community. In the pilot project in El Paso, Texas, recruitment was begun approximately two months prior to project implementation. Announcements about the project were made on local television programs and local radio programs. Articles about the project were published in the local newspaper. Community groups involved in literacy tutoring were contacted and informed about the project as were other social service groups with target populations. Letters were sent to adults currently receiving tutoring by the El Paso Community College Literacy Education Action program to explain the project and solicit participation. All of these recruitment efforts produced limited results.

The recruitment method which produced the most favorable results was word-of-mouth. Once the classes began, friends began to tell friends and the calls and inquiries came in. The project staff speculated that perhaps the trust necessary for this population of learners to participate could only be transferred in this manner.

RECRUITMENT SUGGESTIONS

1. Compile a mailing list of organizations currently involved in literacy tutoring and send announcement letters to the programs.
2. Follow-up these announcements with telephone calls to the contact persons to clarify any questions.
3. Contact the local news media in order to receive publicity. Provide news releases, interviews and on-site visits when appropriate.
4. Design and disseminate leaflets aimed at catching the attention of limited-skilled parents.

5. **Contact social service agencies, church groups, PTA groups, Headstart, volunteer organizations and any other community groups which might have access to information regarding possible participants. Be prepared to attend meetings of these groups in order to explain the project and demonstrate some of the teaching strategies.**

SAMPLE

EL PASO COMMUNITY COLLEGE

September 22, 1986

Ms. Connie Quiroz
Paso del Norte Literacy Council
Asbury Methodist Church
3500 Persning
El Paso, TX 79903

Dear Ms. Quiroz:

The El Paso Community College Literacy Education Action program has received a grant from the Texas Education Agency to implement a model parent-child approach to literacy and to develop a handbook for the state about this approach. During the months of September and October we will be recruiting parents, both English and Spanish speakers with low literacy levels, of pre-primary and primary children to participate along with their children in learning groups. Parents will be instructed in basic reading and reading-readiness techniques to use with their children as a supplement to tutoring the parents are receiving. Participation in these groups will be open to parents being tutored in any community program.

The parent/child groups will meet on a once week basis for six months. The size of the groups will be small--five parents with their children--in order to maximize individual instruction and minimize anxiety on the part of the parents. The groups will be instructed by a child development instructor and an educational assistant instructor from the EPCC faculty.

We plan to start our instruction as soon as possible so if you know parents who might be interested or want more information, please call Betsy Quintero at 594-2484.

Sincerely,

Betsy Quintero

P.O. Box 20500 • El Paso, Texas 79998 • (915) 594-2000
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SAMPLE

EL PASO COMMUNITY COLLEGE

October 29, 1986

Dear Student:

I am writing you about a new literacy project at the Literacy Center located at the Rio Grande Campus. Beginning in November, we will start a program to help parents help their children with reading. Parents will come with their children and meet in small groups once a week. At this time, the parents will receive advice and learn how to help their children.

If you are currently being tutored or if you are waiting for the LEA Program to place you with a tutor, you can participate.

For more information please call Betsy Quintero at 534-4162 at the Literacy Center.

Sincerely,

Betsy Quintero

Estimado Estudiante:

Estoy escribiendo esta carta para informarle sobre el nuevo projecto que se llevará a cabo en el Centro de Alfabetización en el Colegio Rio Grande. A partir de Noviembre, se iniciara un programa para ayudar a los padres de familia que tengan niños pre-escolares. Los padres de familia asistiran con sus niños, en grupos pequeños, una vez por semana. Los padres de familia aprenderan como ayudar a sus niños en sus lecturas.

Si usted está recibiendo ayuda o si está esperando a que el programa LEA le asigne una persona para que le ayude, usted puede participar en este programa.

Para más información, por favor llame a Betsy Quintero al teléfono 534-4162 en el Centro de Alfabetización.

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SAMPLE

EL PASO COMMUNITY COLLEGE

February 5, 1987

Dear Parents:

The El Paso Community College Literacy Program invites you to participate in a special project for parents and children. Small groups of parents with their preschool or primary school aged children meet once a week with an instructor. The instructor shows parents how to help their children with reading.

We have groups meeting at both the Valle Verde Campus and at the Literacy Center at the Rio Grande Campus. There is no charge for the instruction. The only requirement for a parent to be eligible is that the parent must be attending an adult education class or be willing to be tutored in literacy.

For more information please call Betsy Quintero at 534-4162 at the Literacy Center.

Sincerely,

Betsy Quintero

Betsy Quintero

Estimados Padres de Familia:

El Programa de Alfabetización del Colegio de la Comunidad de El Paso, tiene el placer de invitarlos a participar en un projecto especial para padres de familia junto con sus hijos que estén en Pre-Primaria or Primaria. El projecto consiste en que se reúnan con los maestros del colegio una vez por semana para ayudar a los niños en su lectura.

Las reuniones se llevarán a cabo en las instalaciones localizadas en Valle Verde y en el Centro de Alfabetización en Rio Grande. La instrucción es gratuita, el único requisito para los padres es que deben estar asistiendo a las clases de educación para adultos ó estar dispuesto a recibir clases de alfabetización.

Para mayor información comunicarse con la Dra. Betsy Quintero al teléfono 534-4162.

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SAMPLE

EL PASO COMMUNITY COLLEGE

March 11, 1987

Dear Parents:

The El Paso Community College Literacy Program invites you to participate in a special project for parents and children. Small groups of parents with their preschool or primary school aged children meet once a week with an instructor. The instructor shows parents how to help their children with reading.

We have groups meeting at both the Valle Verde Campus and at the Literacy Center at the Rio Grande Campus. There is no charge for the instruction. The only requirement for a parent to be eligible is that the parent must be attending an adult education class or be willing to be tutored in literacy.

For more information please call Betsy Quintero at 534-4162 at the Literacy Center or Sylvia Sotelo or Marcia Barraza at 544-4406.

Sincerely,

Betsy Quintero

Estimados Padres de Familia:

El Programa de Alfabetización del Colegio de la Comunidad de El Paso, tiene el placer de invitarlos a participar en un projecto especial para padres de familia junto con sus hijos que estén en Pre-Primaria or Primaria. El projecto consiste enque se reúnan con los maestros del colegio una vez por semana para ayudar a los niños en su lectura.

Las reuniones se llevarán a cabo en las instalaciones localizadas en Valle Verde y en el Centro de Alfabetización en Rio Grande. La instrucción es gratuita, el único requisito para los padres es que deben estar asistiendo a las clases de educación para adultos ó estar dispuesto a recibir clases de alfabetización.

Para mayor información comunicarse con la Dra. Betsy Quintero al teléfono 534-4162, Sylvia Sotelo or Marcia Barraza at 544-4406.

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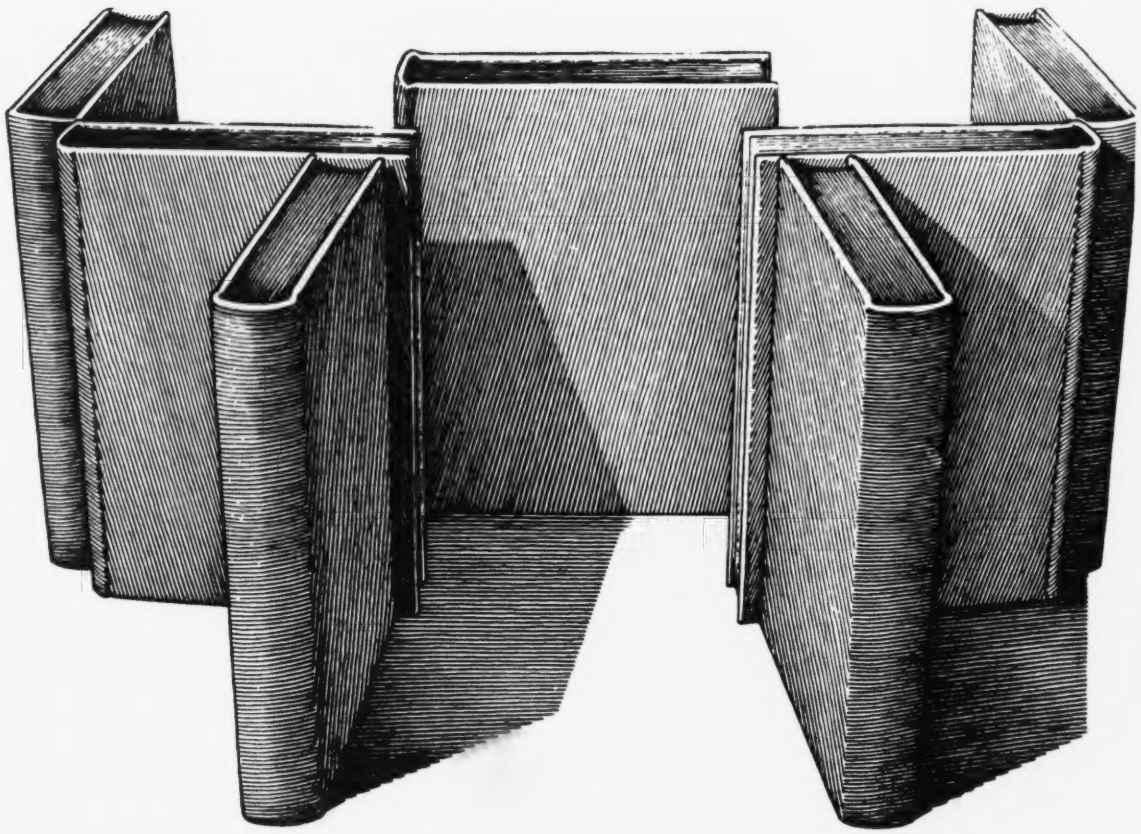
Implementation



IMPLEMENTATION
Assumptions

The Intergenerational Literacy Model Project was initiated with several general assumptions dictating the development of the project in general and more specifically, the development of the teaching strategies and curriculum. The original idea for the project came from the literacy students themselves. When people interested in receiving literacy tutoring discussed with the Literacy Education Action staff their reasons for wanting to improve their literacy skills, many of them said that they wanted to be able to help their children with reading.

Furthermore, not only because of the diversity of the population in general in El Paso, but also because of these adults' inability (or unwillingness) to function in a traditional classsroom situation, it was obvious that a non-traditional approach to literacy learning be developed.

In this light, and because the adults participating in the project would be working in the same class with their children, several assumptions were made based upon available research regarding children's literacy development. The staff hypothesized that these assumptions would also affect the adults' learning. These assumptions were:

1. Social context is of utmost importance in the child's learning in general and in literacy development specifically. (Quintero, 1986; Goodman, 1984; Harste, Woodward, & Burke, 1984; Heath, 1982.)
2. Oral language is an integral part of the literacy development process. Oral language is also strongly affected by social context. (Tough, 1979; Parker, 1978; Halliday, 1976.)
3. Learners enter school knowing that written language has meaning, but they cannot understand print usage when it is presented to them as isolated letters and sounds. (Ferreiro & Teberosky, 1982; Clay, 1975: Lindfors, 1980.)

4. Literacy behaviors are not specific only to books, but rather encompass many sociolinguistic activities. (Herrera, 1986; Quintero. 1986; Anderson & Stokes, 1984.)

The final assumption made by the project designers -- perhaps the most dramatic of all the assumptions -- was the assumption that in the process of helping their children, the adults would inevitably improve their own literacy skills.

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Teaching Strategies

Considering the needs of the population of literacy students, the assumptions made by the project designers, and the curriculum which was developed, teaching strategy demands were unique.

The first and most obvious special demand upon the instructor of the intergenerational classes was the differing ability levels of the parents involved in the same class. This required that the instructor have an awareness of not only approximate reading level abilities, but also an awareness of frustration level of the students. This demand was partially compensated for by the curriculum's centering upon the Language Experience Approach. As the class divided into parent-child teams, the instructor could work with each team at the approximate reading level of ability the parent.

Because of the heavy reliance upon the Language Experience Approach throughout the entire curriculum, the instructors needed a thorough knowledge of the methodology involved in using the approach and adjusting the approach to the differing ability levels and interests of the participants. (See Appendix.)

Furthermore, because of the nature of the assumptions made regarding the learning of literacy skills, other demands in the area of teaching strategies exist.

Considering the first assumption made in the project design, the instructors must be perceptive to the social context of the classroom situation and the social effects of the activities upon the learners. The instructor is responsible for setting the emotional climate of the class so that the students feel secure enough to take the necessary risks in order to master new skills and behaviors. This demand for "nurturing teaching" seems to be of utmost importance. (See "What Happened" and Appendix.)

The second assumption made regarding the fact that oral language is an integral part of literacy learning -- both for adults as well as children -- demands another strategy requirement on the part of the instructors. While

this connection between talking and reading and writing has been proven repeatedly in research, some instructors feel more comfortable in a classroom where no one talks except the instructor. Instructors in this category would not be comfortable or effective in a literacy class such as these discussed here. These classes are noisy. They are noisy with a purpose and with productive results, but they are noisy.

The third assumption about the project design also affects the teaching strategies. Many children as well as adults are not successful readers because they do not see relevancy of meaningless phrases in textbooks. Now we know that many "unsuccessful" readers do read cereal boxes and street signs and graffitti. The instructors in a project of this nature must realize the importance of using environmental print for these learners. The print on cereal boxes and valentine cards has a meaningful function for all learners -- especially those who have not been able to successfully decode print in books. The instructors must not only realize this, but be creative enough to use whatever sources of environmental print are available and integrate these into the lessons.

The fourth assumption regarding literacy behaviors gives the most dramatic difference to the teaching strategies as well as to the curriculum. People who are literate do many things as a part of being literate. Literacy skills cannot be separated from the "root" behaviors of gesturing, talking, drawing, dramatic role playing, and all other imaginable forms of communicating.

SPECIAL TEACHING STRATEGY SUGGESTIONS

1. **The instructor must be aware of reading level differences and sensitive to frustration levels of all students.**
2. **The instructor must be sensitive to all the varying ramifications of social context issues in the classroom.**
3. **The instructor must capitalize upon the oral language/literacy connection in each lesson.**
4. **The instructor must provide the learners with meaningful experiences with print.**
5. **The instructor must promote literacy behaviors on the part of all participants.**

Curriculum

The goals for the curriculum are quite specific to the needs of the Intergenerational Literacy Model Project. These goals are:

1. The curriculum will measurably increase literacy skills of adults in the parent-child groups and facilitate change in literacy behaviors.
2. The curriculum will provide individualized learning for the adults according to their interests and ability levels.
3. The curriculum will constantly provide the parent with skills and information regarding literacy to help the parent maintain the parent role.
4. The curriculum will constantly provide activities which enhance the parent-child relationship.
5. The curriculum will directly and indirectly serve to build self-esteem for both parent and child.

The general organization of the curriculum is based upon thematic units with a multicultural emphasis. Each theme emphasizes open-ended questions which ensure high interest on the part of the students and individualized teaching/learning situations provided by the instructors.

The curriculum activities consist of five steps which integrate the multicultural themes, the curriculum goals, and specific objectives for literacy learning. The student-centered nature of the five-step curriculum can be seen through a brief explanation of the steps and a corresponding example. Throughout this handbook, the names of the participants have been changed in order to protect their privacy.

The Five Steps

INITIAL INQUIRY: In the parent-child class the instructor begins the class by modeling appropriate language development behaviors such as questioning, expanding, reinforcing and praising while working directly with the children and their parents. In order to enhance parental understanding of the process, discussions take place with the parents prior to each parent-child session in order to introduce the concepts being developed. At the end of each session parents are asked to make suggestions and comments about how these behaviors are followed up at home. One example of this initial inquiry period leading to story expansion was when the discussion was centered around a "family storytelling" theme. Ana, mother of Grace, age 8, and Loren, age 5, had told her children stories about her childhood home. Gracie and Loren began relating some of the details they remembered about the stories to the teacher. Ana, caught up in the personal nature of the social context, added to the stories with more descriptive details such as, *It wasn't just crowded, all eleven of us slept in two beds, and it always smelled bad.*

LEARNING ACTIVITY: In order to extend the oral language which has begun between the parents and children, and to help the students make the connection between oral language, written language, and real-life activities, all classes then engage in a hands-on learning activity. This concrete experience immediately follows the oral language inquiry period. As hypothesized, because of their differing developmental needs and interests, the children and their parents enjoy these activities because they can interpret them and use them as they wish. They draw, do cut-and-paste art work, cook, or manipulate materials.

Once class showed the developmental differences and student-centered nature of these activities vividly. The class was involved in making pancakes. One mother and her five-year-old son became fascinated with quizzing each other on the various steps involved in reading and following the recipe. During the same class and activity, another mother and her

seven-year-old daughter became inspired to the point of great animation by using materials such as a wire wisk and an electric skillet which they had never before seen.

LANGUAGE EXPERIENCE APPROACH: Following the hands-on, concrete learning activity the language experience story-writing develops naturally and personally, both in terms of interest and ability. For example, during one class, Jose, age 5, had just told a story about going with his mother to the supermarket. He had discussed the toys his mother had bought for him and how he put them in his toy box that has a cherry on the top for decoration. Jose drew a picture of the toy box with the cherry on the top, adding much detail to the decoration. He looked at his mother and asked, *How do I write it?* His mother spelled "My Big Cherry" as Jose wrote it under his drawing. His older brother looked at Jose and said, *He did that? Wow?* The mother smiled and said, *I said it to him.*

During the same class, Marie, Jose's eight-year-old sister, wrote a short paragraph about a trip to the store with her mother. Bill, another parent, helped his three-year-old daughter label the food names and prices of the items in her "supermarket" drawing.

STORYBOOK DEMONSTRATION: Following the language experience approach activity, the instructor demonstrates reading a storybook that relates to the theme of the class. The purpose of this component is for the teacher to model for parents the appropriate behaviors of allowing the children to interrupt the story for discussion and of encouraging the children to relate the story to their own experiences.

For example, in the class in which the participants had made pancakes, the instructor read the storybook, THE NIGHT KITCHEN, by Maurice Sendak. The story depicts a young boy dreaming of an adventure involving a mixture of cooking and magic. Periodically, as she read, the instructor stopped to ask the children their opinion of the story and to ask them to relate some of the events to what they had done during the class.

HOME ACTIVITY CHOICES: Before the participants leave the class, the instructor suggests activities for them to do at home with their children

in order to continue the skill building as well as the behavioral emphasis throughout the week. An example of one of the Home Activities was an "Environmental Print Scavenger Hunt". The class had been on a walking field trip around an approximate five-block area in downtown El Paso. The lesson had consisted of noticing environmental print, decoding the messages, and understanding the function of the print. The "Environmental Print Scavenger Hunt" requested that the parent-child teams look during the week to find examples of such print as "DANGER" signs, business signs, street signs, and advertising. (See Appendix for more examples.)

A Typical Class Session

In order to more fully explain the five step curriculum and to emphasize some of the types of responses which we have found characteristic of the participants, a synopsis of one family's participation in a typical class session follows. This class took place on a cold winter night and the other families didn't come to class. However, because the responses transcribed are quite representative of what happens they are included.

It is important to keep in mind that this is an example of one parent-child team. The instructor always did the INITIAL INQUIRY with the whole group, all the families, together. She tried to always involve all the parents and all the children in the discussion. Then, the LEARNING ACTIVITY and the LANGUAGE EXPERIENCE APPROACH ACTIVITY were done in parent-child teams with the instructor roving the class and providing guidance when appropriate. The group came together as a whole for the STORYBOOK DEMONSTRATION and the discussion of the HOME ACTIVITY CHOICES.

INITIAL INQUIRY

INSTRUCTOR: *Do you recognize this?* **(She holds up the puppet that she had made the previous week.)**

CHILD 2: *Yeah, it's me.* **(He takes the puppet labeled Police Officer Alan.)**

CHILD 1: *I made another one at my house.*

MOTHER 1: *She sure did. She tried.*

INSTRUCTOR: *Good for you. Bring it to me so I can see it. I like to know what you do at home. Can I have mine? Do you remember what I was?*

CHILD 1: *A secretary.*

INSTRUCTOR: *Close.* **(She points to the label on the bottom of her puppet and reads along with the participants. EL PASO SANITATION DEPARTMENT.)**

INSTRUCTOR: *Do you remember what the sanitation department does?*

MOTHER 1: *R...Rrr....Rrrrr.* **(She imitates the noise of the trucks and opens her arms imitating the dump truck.)**

CHILD 1: *Oh, yeah.*

INSTRUCTOR: *Good for you.*

CHILD 1: *Can we put on the things?* **(She means the signs they had made the previous week depicting their community job.)**

INSTRUCTOR: *Yes. Alan, let her choose hers. Let's see if she can find it. I think she's going to be able to choose it. Good for you -- you're such good readers.*

CHILD 2: *Look.* **(He puts his sign around his neck.)**

INSTRUCTOR: *Do you know what we're going to do today? Today we're going to try to build the place where the community helper works. We're going to use blocks, crayons, or construction paper to build the places where these people work.*

INSTRUCTOR: *Alan, where does yours work?*

CHILD 1: **(Interrupting)** *Mine is a doctor.*

MOTHER 1: *Mine is a bus driver.*

INSTRUCTOR: *And I'm a santitation worker. Sanitation Worker Cristina.*

INSTRUCTOR: *I'm going to tell you where I work.* **(She puts her hand in her puppet.)** *I work downtown in a giant building where we have lots of big trucks . . . .*

CHILD 2: *Do you know about my policman?*

INSTRUCTOR: *You have to listen to me* **(she is smiling)** *and then it's your turn.*

INSTRUCTOR: *Lucy, what would happen if I didn't pick up your garbage?*

CHILD 1: *It would smell stink.*

INSTRUCTOR: *Yes, think about it.*

INSTRUCTOR: *Okay, Alan, you tell us about the place where you work.*

After Child 2 describes his work place, Child 1 tells about her chosen work place and the mother tells about hers.

LEARNING ACTIVITY

Child 2 chooses to make his police station with blocks. Child 1 looks in magazines to find pictures of hospitals to cut and paste on the "Community Poster".

INSTRUCTOR: *Remember, we're making the places where we work.*

The conversation and questioning go on while they all work on their activity. For example:

CHILD 1: *Mom, why are hospitals flat on top?*
MOTHER 1: *I think it is so helicopters can land there.*

LANGUAGE EXPERIENCE APPROACH ACTIVITY

On the poster the instructor begins to write the stories. She asks Child 2, "Can you tell me about your structure?" As he dictated, she wrote,

Alan said, There are people inside, and doctors and nurses, bus drivers to come over. They give shots.

CHILD 1: **(She interrupts.)** *No, I'm supposed to say that.*
INSTRUCTOR: *Bus drivers can work at the police station and usually the police officers are trained in first aid.*
CHILD 1: *Oh.*
CHILD 2: **(He continues.)** *The sheriff is the boss of the policemen.*
INSTRUCTOR: *You know why this is a good story, Alan? Because it's about everybody and it makes our story fit together.*

CHILD 1: *Can I make mine now?* (She dictates.) Nurse Lucy says, *I help people get good -- to take them to the hospital. I keep them in bed until they get well.* (She then reads the story back to the instructor.)

The mother and the instructor both take a turn adding their story to the "community poster".

STORYBOOK DEMONSTRATION

Usually the instructor calls the whole group of parents and children together and she reads a story, demonstrating how the parents should stop the story and question the children and listen to their comments about their own ideas. This class session, however, Child 2 asked if he could read the story FIRE CAT by Esther Averill. The instructor agreed. As Alan read, she interrupted the story to ask the children's ideas about the events of the story.

HOME ACTIVITY CHOICES

At the close of the session, the instructor suggested that the parent-children team either

1. Interview a community worker about their job

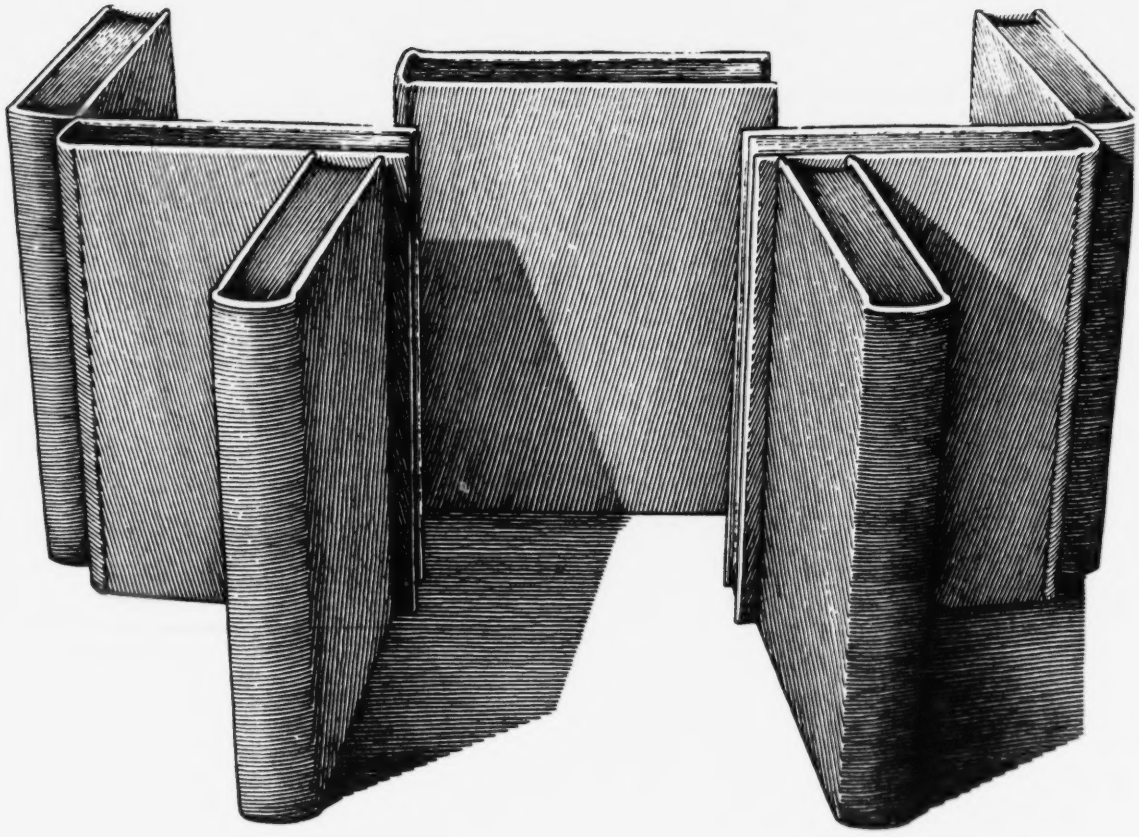
   or

2. Draw a place where a community worker of their choice really works and label the drawing

   or

3. Do a literacy activity of their own creation that fits with the community theme.

Limited English Proficiency Adults



LIMITED ENGLISH SPEAKERS
Overview

The project staff, knowing of the conflicting viewpoints regarding the theories of bilingual education, found themselves faced with a group of parents and children who wanted instruction in literacy from a pragmatic standpoint. Consequently, the staff decided to put theoretical arguments aside and proceed with the student-centered curriculum and the project goals in general directing the instruction.

Some of the participants in this category are literate in Spanish, others are not. All want to learn English literacy for practical reasons of employment, dealing with their children's school work, and furthering their own education.

While the student-centered nature of the curriculum leads to much individualization of instruction, because of the participants' limited English abilities, there have been some special considerations made on the part of the instructors in each of the five steps of the lessons.

INITIAL INQUIRY: The parent participants who are limited English proficiency students seemed to be rather non-verbal with their children and with the instructors. Their responses during this oral language development section of the lesson have tended to be short. The instructors meed to repeat over and over the models of open-ended questioning techniques.

The oral language procedure progresses into a more conversational style later on in the class sessions as the adults begin to trust and feel comfortable with the project staff. The conversations (on the insistence of the parents) are conducted in English. Thère is however, flip-flopping (or code switching) out of necessity during this section for the obvious reason of comprehension. Understandably, the more motivated parents seem to be the more successful in acquiring English conversational skills.

LEARNING ACTIVITY: The learning activities are always marked by enthusiastic participation by the parent-child teams. Because of the hands-on nature of the activities (making puppets, cooking, finger painting,

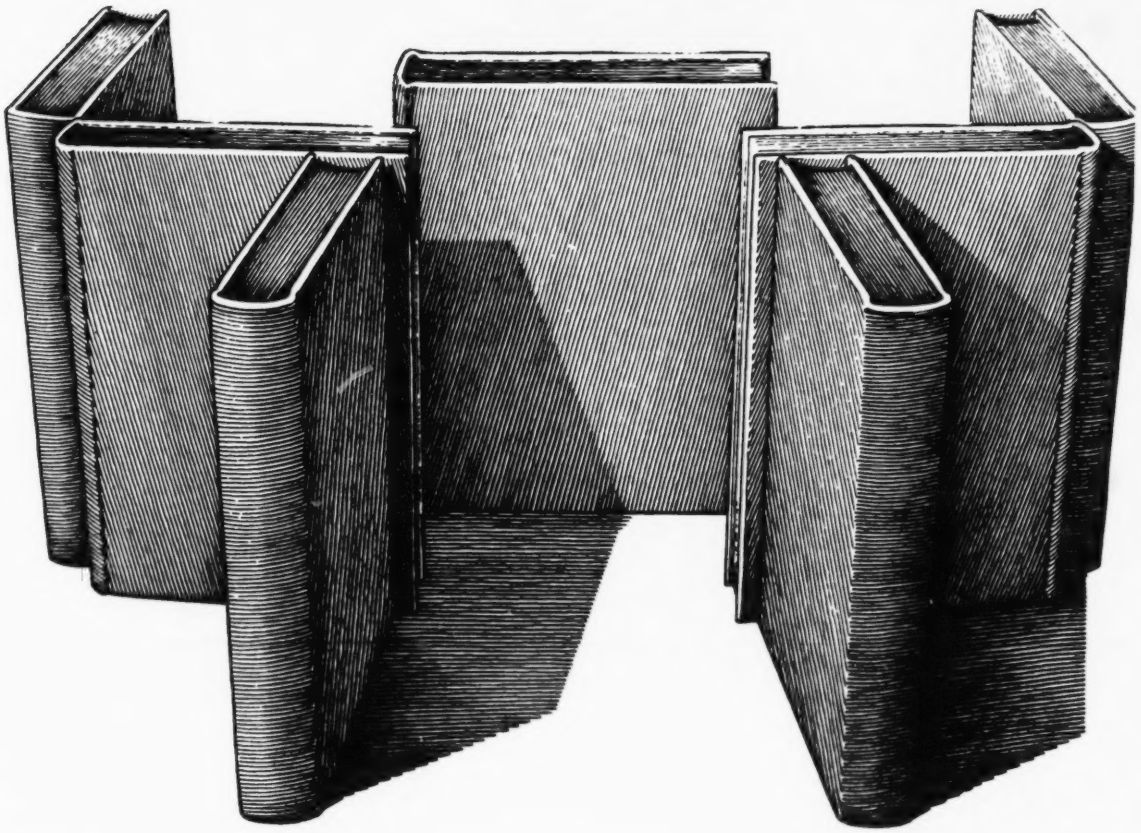
building with blocks, for example) conversation flows naturally as a means of communication about what is going on. Many of the participants mix the two languages, but there is so much conversation taking place, the advances which the participants were making in English speaking skills was evident.

LANGUAGE EXPERIENCE APPROACH ACTIVITY: All the Language Experience Approach activities are conducted in English and quite successful in terms of parent-child comprehension. This was presumably in part because of the previous concrete activity period in which the parents and children could relate the English usage to an activity and to real objects. Furthermore, all the printed words and instructions were often repeated in Spanish for comprehension.

STORYBOOK DEMONSTRATION: Most books were read in English. Sometimes when the instructor feels the need to stress a certain cultural point or value, she chooses a book to read in Spanish, of course, stressing all the while that reading to children is important to children in any language. Yet, at the insistence of the parents, in almost all classes an English storybook has been read. The instructor reads the books very slowly, and as intended in this section, interrupts the story to involve the children in conversation and questions and responses. The questions she asks the children are always stated in English, but sometimes translated into Spanish if there appears to be a problem with comprehension. After several class sessions, the parents are usually able to read the books as the teacher has modeled.

HOME ACTIVITY CHOICES: Most parent-child teams complete the activities suggested for homework. They often borrow books from the Literacy Center to take home to use and sometimes report that they had altered some of the assignments in order to involve the whole family.

What Happened?



WHAT HAPPENED

To say that the parents and their children improved their literacy skills and increased their literacy behaviors by a certain percentage during the project, would be a drastic oversimplification of what happened. What did happen was a complex combination of expected and unexpected events in a human drama of literacy learning.

Social Context

Many researchers and teachers acknowledge that social context is intricately involved with children's academic learning and performance. That is to say, that how children feel about themselves and others affects their ability to learn. Furthermore, how children see the reasons for learning activities, the function or use of a particular exercise, affects whether or not they learn.

Well, the project staff found this intricately complex area of the social context to greatly affect the adults participating in the Intergenerational Literacy Model Project as well. The social context issues were obvious in the way the adults related to each other, to their children, to the instructors, and to the learning event itself. It became obvious early in the project that it would be useless to consider methodology, curriculum, or assessment without taking into consideration the effects of social context.

SOCIAL CONTEXT - POSITIVE EFFECTS ON LITERACY LEARNING

The comprehensive positive effects of social context are most convincingly seen through individual examples. The tutor-coordinator of the Literacy Education Action program commented after the first parent-child class:

I've never seen Connie open up like that. She talked and laughed and looked like she was enjoying herself.

Connie had been coming for individual adult tutoring for almost three months. She had a good relationship with her tutor and was progressing with her studies. Yet, as noted above, something about coming to class with her eight-year-old son and the other families and participating in the non-traditional class session sparked her enthusiasm.

Ana, another parent, began the parent-child classes in November. At the intake interview it was noticed that she seemed to lack oral language skills in both English and Spanish. She had been to a few individual adult tutoring sessions in the Literacy Education Action program the previous year and her tutor had reported that she lacked the ability to spell one of her son's name. During the first few parent-child classes she sat almost silently. Then, during the pancake-making session, she participated with great animation. She had never before seen a wire wisk and she loved it. It was as if this marked her beginning. All her inhibitions vanished. She, without hesitation, demanded help with spelling whatever she needed to write and when she jumped in on her own to write something and was successful, she announced to the whole class, *I did it. I spelled it out!*

Further importance of social context among the adults participating can be seen in a parent comment after the first class session. The parent said, *I'm glad Connie was here. When I didn't know a word I would look at her and when she didn't know a word she would look at me. We had eye-e-e contact!*

Another mother, early in the sessions, remarked, *I love the way you teach the classes. I like to do the activities with my daughter (age 6). I've never done things like this with her.*

Yet another mother remarked that she was a *better mother* **as a result of the classes. She elaborated that her two children (ages 5 and 7) were**

now drawing pictures and leaving her written messages as a result of their participation in the literacy project.

One of the instructors noted in her log that one of the male volunteers working with the project seemed to be a positive role model for one of the fathers participating. The father had been extremely reserved during the first class sessions, but when the male volunteer joined the group and role-modeled participation in all areas of the lesson, the father began to participate as well.

SOCIAL CONTEXT -- NEGATIVE EFFECTS ON LITERACY LEARNING

Probably the most devastating negative effect of social context upon literacy learning was the embarrassment factor. Several parents were so ashamed of their lack of literacy skills that they were absolutely unwilling -- perhaps unable -- to take the necessary risks involved in learning a new skill.

The most drastic example of this was seen in a mother of three. The woman was quite an articulate speaker of both Spanish and English. She seemed to be intelligently perceptive and was excellent at guiding her children thorough the initial inquiry part of the lessons. Yet, because of her complete lack of schooling and her awareness of the social stigma that goes along with illiteracy she had never attempted any involvement with written language. The "fear of failure" syndrome carried over to her participation in the intergenerational literacy classes. She excelled during the initial inquiry and learning activity periods of the classes, but when the language experience approach activities were presented, this parent stared into space, looked away completely, or made comments such as *I don't read.*

Another example of social context in a slightly different sense negatively affecting the lessons was the great number of intense personal problems which many of the adults were experiencing. No amount of innovative teaching or self-motivation could compete with a spouse's threats

to kidnap the children or a hungry family's survival on exclusively potatoes for the ten days after the food stamps have run out.

SUGGESTIONS REGARDING SOCIAL CONTEXT

1) Instructors must have intense perception regarding feelings of participants.
2) Instructors must be aware of learning styles of the participants and conduct the class accordingly (small groups with lots of privacy or large groups with lots of comradery.)
3) Instructors must give the adults many opportunities in which they can succeed -- especially in the eyes of their children.
4) Instructors must provide access to general counseling services or a referral network of personal support services for participants.

The Unexpected

Many unexpected things occurred, but two things seemed especially noteworthy to the project staff. Unable yet to speculate upon the underlying implication of these occurrences, the staff is following these issues throughout continuing evaluation.

ADULT LEARNERS

Much research and certainly accepted educational practice indicates that adults learn differently than do children. Most adult educators believe adults learn on a more theoretical, abstract level than do children. Our experience with this population of adults does not coincide with this theory.

We have found that the adults not only enjoyed all the concrete learning activities, but seemed to show greater improvement in literacy skills and literacy behaviors during and immediately after taking part in these activities. (See Appendix.) It almost seems that in the context of doing an

activity with their children, these adults have been able to fulfill learning needs that they have on a holistic level in order to further their own literacy development.

ORAL LANGUAGE

From a standpoint of early childhood education, the project designers were certain of the importance that oral language development plays in the whole literacy development process of the child. It was because of this importance that such a great emphasis was placed on oral language in the program -- it seemed imperative that the parents realize this importance if they were going to learn to help their children in and out of school.

What the project staff did not expect was the importance oral language seemed to have on the adults' learning. In both the classes for monolingual English speakers and the classes for limited English proficiency students, there were several levels of connections between the oral language and adults' evidence of literacy development.

As mentioned previously, in the area of social context, when a parent seemed to feel comfortable enough to take part in the conversations at the beginning of the class sessions, that parent had set an emotional climate of trust for herself or himself and seemed to be more willing to take the risks with written language in the LANGUAGE EXPERIENCE APPROACH section.

Furthermore, on a more complex level, when the adults were involved in the oral language part of the lesson and continued their conversations in the LEARNING ACTIVITY section, they seemed to understand the connections between oral language and written language. In other words, after a discussion about the importance of nutrition, and an activity that involved the comparing of ingredient labels on canned food, the relevancy of this written language that bombards us at the supermarket made much more sense.

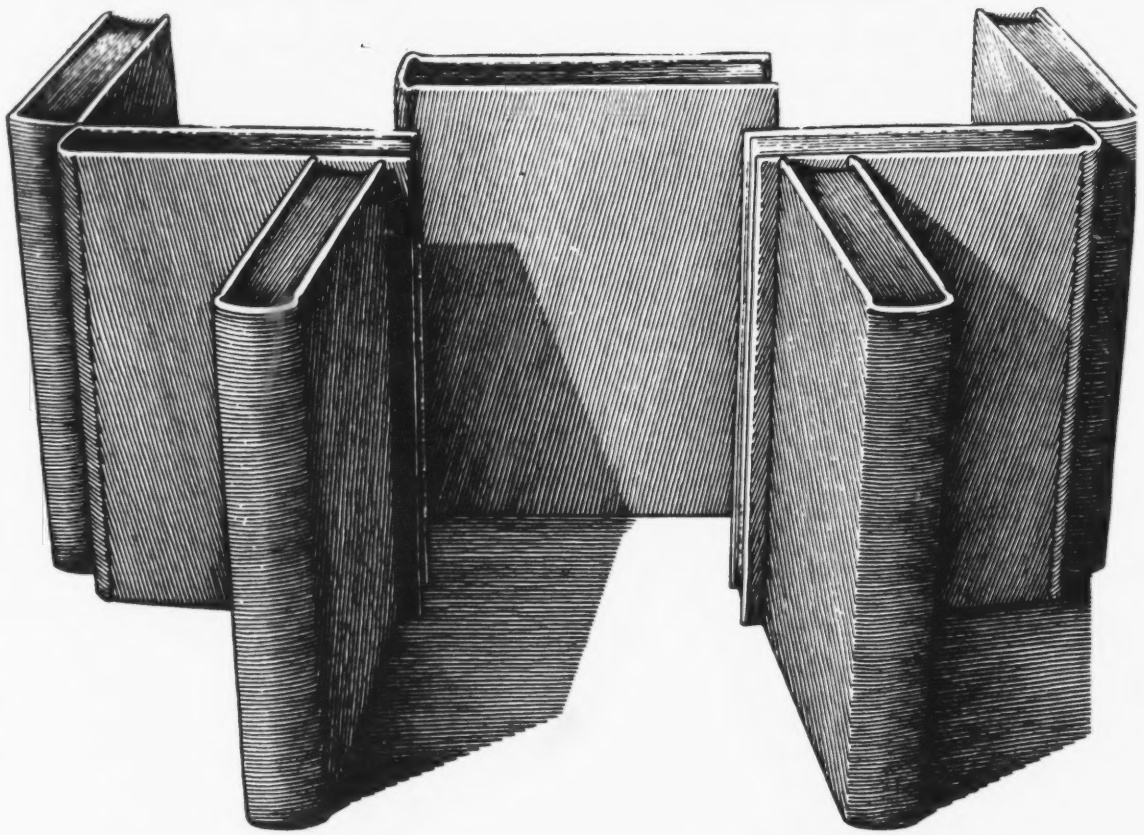
CHILDREN IN RESOURCE ROOMS

Another disturbing factor that was noticed was that several of the children involved in the intergenerational classes were in resource rooms at school and had been in some sort of special education situation since their school experience had begun.

In some of the cases, the child was reading one or two grade levels below his or her current grade level, but otherwise seemed to be of normal intelligence. In other cases, the child's parent stated that there was a problem with the child's learning either in the area of language or of task commitment. The project staff saw no apparent evidence of these problems in the parent-child classes.

While the project was not designed to assess the placement of the children in their various school settings, some of these situations were so questionable that they must be mentioned. Not in any way accusing or declaring a fact, the question arose among the literacy staff of whether or not these children are already at grades 1, 2, or 4 being placed in school according to their parents' skills -- or lack of skills. The issue of whether or not this population of parents lacks the communication skills necessary to be effective advocates for their children also demands attention.

Appendix



APPENDIX

1. Review of Literature
2. Core Curriculum Design
3. Evaluation Narrative
4. Sample Graphic Information of
   Evaluation Observations
5. Sample Evaluation Forms
6. Teaching Tips

I. REVIEW OF LITERATURE

The core curriculum was designed with much of the following research in mind. While the Intergenerational Literacy Model Project was funded by an operational grant, rather than a research grant, the curriculum designers strongly felt that responsible teaching practice must consider the interrelation of teaching practice, theory, and research.

Recent research in the area of children's literacy development strongly influenced the goal setting and the curriculum design for the project. Much of the research points to the overwhelming importance of the child's social world in the literacy development process (Quintero, 1986; Harste, Woodward, & Burke, 1984; Goodman, 1984.)

Given the social importance in the literacy development process, there are several important components of the social realm which must be addressed. In her longitudinal study, Heath (1982) documents that the culture children learn as they grow up as "ways of taking" meaning from the environment around them. She believes that each community's "way of taking" meaning from the printed word and way of using this knowledge are interdependent with the ways children learn to talk with caregivers.

Harste, et al. (1984) feel their data demonstrate that long before formal instruction the young child is actively making sense of the world, including the world of print. In looking at the samples of writing of children across cultures, a child from the United States wrote her script to look decidedly like English, and an Israeli child's writing looked decidedly like Hebrew script, and an Arabic child responded regarding her writing sample, *I wrote it in Arabic and in Arabic we use a lot more dots than you do in English* (p. 91). Importantly, these samples substantiate that not only are language decisions which children make organized, but also that such organizational decisions are sociologically and contextually rooted.

Having done extensive study of young learners in South and Central America, Ferreiro and Teberosky (1982) report that

> . . . learning reading, understood as the child's exploration of the nature, function, and value of written language as a cultural object, begins long before the school imagines and takes unsuspected paths. (preface)

Gumperz and Hernandez-Chavez (1972) report also that:

> There is overwhleming evidence to show that when both middle class and nonmiddle class children, no matter what their native language, dialect, or ethnic background, come to school at the age of five or six, they have control of a fully formed grammatical system . . . . It is clear furthermore, that the above linguistic differences also reflect far-reaching and systematic cultural differences. (pp. 84-85)

Bayley (1970) believes that the family has the most powerful influence on the preschooler and differences in the parent-child relationship and home environment are related to individual differences intellectual performance. Likewise, Brody (1976) notes a child's classroom performance is not simply a reflection of intelligence, but is affected by a complex interaction of intellectual, motivational, social, and cultural variables.

Further embedded in the findings of many studies in the literature, is the evidence that oral language has a direct relationship to the learning of reading writing skills. Oral language has become recognized as an integral part of the literacy development process. Furthermore, many scholars agree on the importance of the social aspects of literacy development in terms of language use. According to Joan Tough (1979), the function of language use for stating personal needs and relating socially to others is the first and perhaps foremost need which children fulfill when using language. Halliday (1976) maintains that children understand language because they undersand what language does. Fillmore (1976) documents strong social forces that encourage language development in both monolingual and bilingual classrooms.

Considering written language and literacy development, Harst et al. (1981) after extensive study of the writing component of the literacy process, state:

> . . . Our contention is that written language is a natural extension of all learning generally and language learning specifically. Theoretically this view suggests that as active cognitive organisms, children encounter their environment identifying features of meaning for which they perceive as salient. (p. 307)

Donald Graves (1983) suggests that the child's first urge may be to write rather than to read. He maintains that teachers can build on a preschooler's knowledge of writing by valuing attempts to communicate with personal marks and scribble. Similarly, Vygotsky (1978) suggests that preschoolers' scribble is intended to have meaning. Heald-Taylor (1984) reports that the young child uses scribble to communicate a message, develop left to right directionality, control the writing instrument, become aware of sentences and space between words, and integrate scribble with print.

Ferreiro and Teberosky (1982) report that many young learners enter school knowing intuitively that written language has meaning but they cannot understand written language when it is presented to them as isolated letters and sounds. Ferreiro and Teberosky (1982) explain that in the beginning of the writing process, when drawing is just beginning to develop into writing, the graphemes are distributed freely on the page. Similarly, Vygotsky (1978) feels it is important that teachers understand that writing begins first as indictory signs, then symbolizing marks or scribble, then as figures and pictures, and finally develops into writing symbols. Clay (1975) believes that children learn faster if they are able to organize for themselves, teach themselves through trial and error, the letter forms. She feels that a great deal of children's wriring acquisition depends upon the opportunities available to them to make discoveries about print.

Also in the literature regarding literacy development is documentation regarding the importance of literacy behaviors in the overall literacy development process. Literacy behaviors are activities that literate people engage in as integral parts of the holistic characteristic of being literate. Experts in the field of children's literacy consider gesturing, speaking, drawing, writing, print recognition, and reading as all behaviors which contribute to being literate (Quintero, 1986).

In a study with the purpose of determining which life experience lead to literacy, Anderson and Stokes (1984) found that the impediments to literacy learning are social and institutional rather than cultural, economic, or ethnic. They say that:

> When literacy is equated only with books, the research reports indicate that lower class families engage much less frequently in literacy activities than do middle class families . . . Our data suggest that literacy is not a tool used only in narrow technological realms, but that it is a powerful tool for engaging in many activities in many domains. (p. 36)

The authors believe that:

> . . . if we want to reach children in their homes in a manner that will facilitate the development of literacy practice, we would well be advised to focus on the social institutions that serve as the origins of the literate practices they observe. We would concentrate on interventions through daily living, entertainment, and religious acivities, using the particular organizations and institutions that are the source of these activities in the home. (p. 36)

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II. CORE CURRICULUM

WEEK 1

Theme: Families

Step 1: INITIAL INQUIRY	Step 2: LEARNING ACTIVITY	Step 3: LEA ACTIVITY
There are many different kinds of families. Instructor uses open-ended questions to involve the parents and children in discussing their personal ideas about "family". The differences and similarities of the responses will be discussed.	Child and parent choose pictures to make a "family collage" to represent their family. The instructor will add written language to the collage.	Instructor's Discretion (See Teaching Tips)

Step 4:
STORY DEMONSTRATION

Instructor will demonstrate story-reading techniques.

Storybook Suggestions:
Are You My Mother? by Dr. Seuss
What Kind of Family is This? by Barbara Seuling.

Step 5:
HOME ACTIVITY CHOICES

Make a collage or a drawing of your family celebrating in some way (a pinata, holy communion, a wedding, etc.). Label picture and form a few sentences if possible.

OR

Take a labeling packet and label items in your home.

OR

Bring in your favorite examples of environmental print and explain to the group.

Materials Needed: Magazines, Scissors, Glue, Construction paper. Learning center depicting similarities and differences in families.

WEEK 2

Theme: Families

Step 1: INITIAL INQUIRY	Step 2: LEARNING ACTIVITY	Step 3: LEA ACTIVITY
What are the hobbies or activities that your family members love to do? This could be anything from cooking to gardening to sewing to fixing cars, etc.	Making pancakes	Instructor's Discretion (See Teaching Tips)

Step 4:
STORY DEMONSTRATION

Instructor will demonstrate story-reading techniques.

Storybook Suggestions:
The Night Kitchen by Maurice Sendak
Green Eggs and Ham by Dr. Seuss.

Step 5:
HOME ACTIVITY CHOICES

Watch or participate in a family project which involves at least three steps. Make a visual of the three steps with directions if possible.

OR

Take a labeling packet home to label objects.

OR

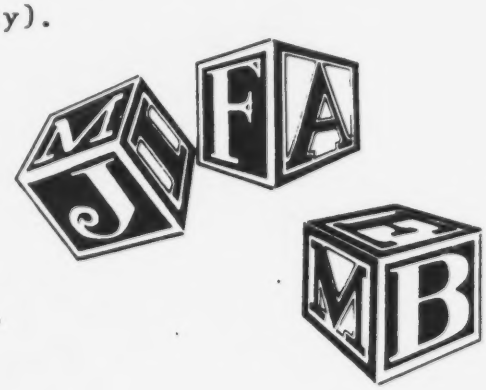
Bring an example of written instructions for making something or doing something.

Materials Needed: Eggs, Flour, Milk, Pan. Visual showing steps and procedures.

WEEK 3

Theme: Families

Step 1: INITIAL INQUIRY	Step 2: LEARNING ACTIVITY	Step 3: LEA ACTIVITY
What "people" or "human" characteristics are valued by your family? For example, ask child, "Who is your favorite relative and why?" and ask parent, "who in the family is the role model you hope your child follows?", etc.	Distribute child various materials such as blocks, manipulatives, trucks, etc. Parent plays with child and informally explores through language and observation the way the child likes to play (competitively, cooperatively, loudly, quietly).	Instructor's Discretion (See Teaching Tips)



Step 4:
STORY DEMONSTRATION

Instructor will demonstrate story-reading techniques.

Storybook Suggestions:
Why Are People Different? by Barbara Hazen
He Bear, She Bear by The Berenstains.

Step 5:
HOME ACTIVITY CHOICES

Invent a game. Play the game. Draw or write the instructions.

OR

Write a letter to a favorite relative.

OR

Create a greeting card for a favorite relative.

Materials Needed: Blocks, Manipulatives, Trucks, Dolls. Learning center with games which are competitive and other games which are cooperative.

WEEK 4

Theme: Families

Step 1: INITIAL INQUIRY	Step 2: LEARNING ACTIVITY	Step 3: LEA ACTIVITY
Who in your family tells wonderful stories? What do they do that makes the stories so good? Do they change their voice, gesture, use props?	Using sequence cards parent and child create a story. Child tells story to parents.	Instructor's Discretion (See Teaching Tips)

Step 4:
STORY DEMONSTRATION

Instructor will demonstrate story-reading techniques.

Storybook Suggestions:
Oh the Thinks You Can Think by Dr. Seuss
Where the Wild Things Are by M. Sendak.

Step 5:
HOME ACTIVITY CHOICES

Tell a story or ask a family member to tell you a story. make picture to relate to the story. Label the picture or write a few sentences summarizing the story.

OR

Make a label packet for items in the home not yet labeled.

OR

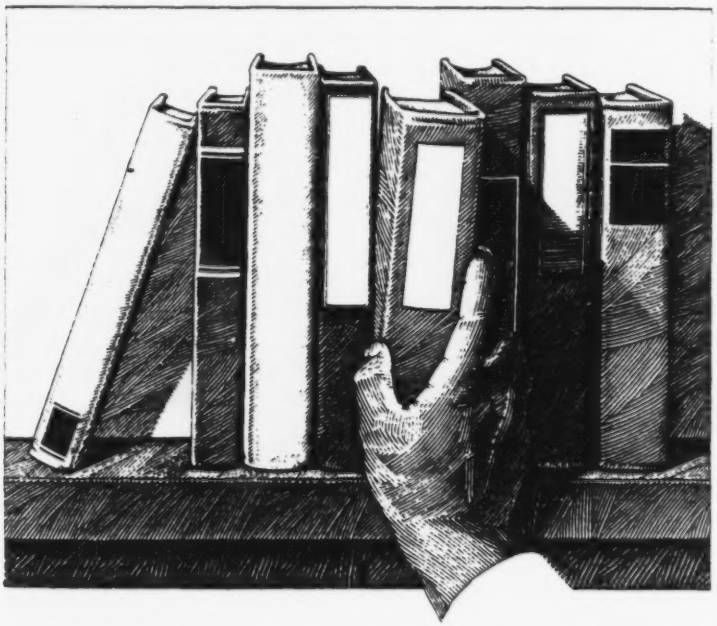
Visit the library. Check out a book.

Materials Needed: Sequence cards depicting many scenes, people, and situations.

WEEK 5

Field Trip -- El Paso Public Library

Be sure to have a discussion about the library first, i.e., What is the library? Why do some people use (or go to) the library? Why would you like to use the library? Do you know how to use the library?



WEEK 6

Theme: Celebrations

Step 1: INITIAL INQUIRY	Step 2: LEARNING ACTIVITY	Step 3: LEA ACTIVITY
Open-ended questions regarding the child's favorite celebration and the parents favorite celebration.	Using tempra paint and other art materials, make a mural (parent and child) of favorite celebration.	Instructor's Discretion (See Teaching Tips)

Step 4:
STORY DEMONSTRATION

Instructor will demonstrate story-reading techniques.

Storybook Suggestions:
Happy Birthday to You
by Dr. Seuss.

Step 5:
HOME ACTIVITY CHOICES

Take a poll of family members to learn their favorite celebration.

OR

Find a photo of family celebrating and label and/or write a short description.

OR

Create an invitation to a celebration event.

Materials Needed: Tempra paint, Crayons, Markers, Glue, Paper scraps, Construction paper, Drawing paper. Learning center depicting various celebrations.

WEEK 7

Theme: Celebrations

Step 1: INITIAL INQUIRY	Step 2: LEARNING ACTIVITY	Step 3: LEA ACTIVITY
Using open-ended questions as well as factual information regarding different cultures, winter holidays. Focus on specific winter celebration such as: Christmas, Hanukkah, Winter-Solstice, etc.	Divide into three groups and prepare one traditional dish from a: Posada, Navajo Celebration, or Jewish Feast of Lights.	Instructor's Discretion (See Teaching Tips)

Step 4:
STORY DEMONSTRATION

Instructor will demonstrate story-reading techniques.

Storybook Suggestions:
Feast of Thanksgiving
by June Behrens.

Step 5:
HOME ACTIVITY CHOICES

Ask a senior family member to explain a holiday recipe. Record the recipe.

OR

Create a greeting card.

OR

Make a story about your family's December celebration.

Materials Needed: Food items for preparing dishes.
Photos and magazine pictures of winter celebrations
Crepe paper and balloons to decorate.

WEEK 8

Theme: Celebrations

Step 1: INITIAL INQUIRY	Step 2: LEARNING ACTIVITY	Step 3: LEA ACTIVITY
What clothes do we wear to celebrate different holidays? How do these clothes make you feel, etc.?	Dress up and role play!	Instructor's Discretion (See Teaching Tips)

Step 4:
STORY DEMONSTRATION

Instructor will demonstrate story-reading techniques.

Storybook Suggestions:
Old Hat, New Hat by Dr. Seuss

Step 5:
HOME ACTIVITY CHOICES

Interview a family member about the clothes they feel most festive wearing. Write a description of the clothes.

OR

Make a collage from magazines of festive clothing.

OR

Label the clothes of one family member.

Materials Needed: Dress up clothes (Hats, Scarves, Jewelry, Mirror).

WEEK 9

Field Trip -- A Place of Community Celebration

(Let the students participate in selection of this trip.)

Discussion prior to trip should cover: (1) What is celebrated here? (2) Why? (3) By whom?

WEEK 10

Theme: Community Cooperation

Step 1: INITIAL INQUIRY	Step 2: LEARNING ACTIVITY	Step 3: LEA ACTIVITY
Emphasize that just as family members do their part to keep the family running, people in the community do their part to keep the community going. Through open-ended questions discuss which community "helpers" the children come into contact with such as the mail carrier, priest, baker, garbage collector, bus driver, etc.	From pictures of community workers, child and parent choose pictures to make a mobile of community people.	Instructor's Discretion (See Teaching Tips)

Step 4:
STORY DEMONSTRATION

Instructor will demonstrate story-reading techniques.

Storybook Suggestions:
The Fire Cat by E. Averill.

Step 5:
HOME ACTIVITY CHOICES

Take a walk and notice community people and their jobs when you return home write and/or draw what you saw.

OR

Design an activity of your own showing what different community people do.

Materials Needed: Coat hangers, Glue, Magazine, Pictures.
Community learning center.

WEEK 11

Theme: Community Cooperation

Step 1: INITIAL INQUIRY	Step 2: LEARNING ACTIVITY	Step 3: LEA ACTIVITY
Where are the different places postal workers, gardeners, police officers, business people work? How do they help us? Would you like to do the job of any of these people?	Make a poster of your favorite community helper. Label the poster or write a short story to attach to the poster.	Instructor's Discretion (See Teaching Tips)

Step 4:
STORY DEMONSTRATION

Instructor will demonstrate story-reading techniques.

Step 5:
HOME ACTIVITY CHOICES

Take your poster to the community persons as a gift, and report to the class what happened!

Storybook Suggestions:
The Missing Dinosaur Bone by The Berenstains.

Materials Needed: Magazines, Glue, Scissors, Crayons, Markers, Paper. Learning center.

WEEK 12

Theme: Community Cooperation

Step 1: INITIAL INQUIRY	Step 2: LEARNING ACTIVITY	Step 3: LEA ACTIVITY
What are some very specialized and important jobs done by people in the community? Have you ever seen a street sweeper, a custodian, an ice cream vendor, a base-ball coach, a welder?	Using puppets, form small groups and make a puppet show of community workers. OR Using blocks make a work place for your favorite community worker.	Instructor's Discretion (See Teaching Tips)

Step 4:
STORY DEMONSTRATION

Instructor will demonstrate story-reading techniques.

Storybook Suggestions:
Gila Monsters Meet You at the Airport by Sharmat.

Step 5:
HOME ACTIVITY CHOICES

Talk to a community worker about his or her experiences, make a drawing and label or write a short paragraph about what you learned.

OR

Write a letter to a community worker.

Materials Needed: Puppets, Blocks, and other construction materials.

WEEK 13

Theme: Community Cooperation

Step 1: INITIAL INQUIRY	Step 2: LEARNING ACTIVITY	Step 3: LEA ACTIVITY
Who are some community helpers who are artists representing our different cultures?	Visitors from Tigua community, Hispanic community and El Paso Community College students art association.	Instructor's Discretion (See Teaching Tips)

Step 4:
STORY DEMONSTRATION

Instructor will demonstrate story-reading techniques.

Storybook Suggestions:
Bell Highwalking by Katheryn Weist.

Step 5:
HOME ACTIVITY CHOICES

Invent a scavenger hunt of community art and write the directions.

OR

Create an advertisement depicting an important community service.

Materials Needed: Learning center with different art projects.

WEEK 14

Theme: Community Cooperation

Step 1: INITIAL INQUIRY	Step 2: LEARNING ACTIVITY	Step 3: LEA ACTIVITY
Are musicians community helpers? How? Do you know how musicians write their songs?	Visiting musicians who demonstrates briefly how she invents the lyrics for one of her songs.	Instructor's Discretion (See Teaching Tips)

Step 4:
STORY DEMONSTRATION

Instructor will demonstrate story-reading techniques.

Storybook Suggestins: Georgia Music by Helen Griffith.

Step 5:
HOME ACTIVITY CHOICES

Write the lyrics to a song you know and like.

OR

Make up a short song (or poem) and write it so you can share it with someone.

Materials Needed: Music learning center.

WEEK 15

Field Trip -- El Paso Sun City Transit Bus Tour.

The discussion prior to trip should include:

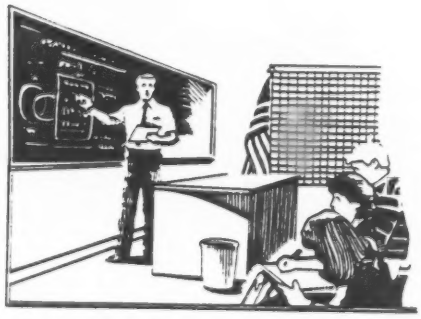
(1) How do bus drivers help the community?

(2) What can we learn about literacy by riding the bus?

(3) How can we use literacy skills when riding the bus?

WEEK 16

Step 1: INITIAL INQUIRY	Step 2: LEARNING ACTIVITY	Step 3: LEA ACTIVITY
What types of schools, if any, are members of your family participating in? What different types of schools do you know about? If you realized your ultimate dream, what type of school would you like to attend?	Parent and child teams read advertisement and brochures of schools. Child makes drawing of his/her interpretation of how one of the schools looks.	Instructor's Discretion (See Teaching Tips)



Step 4:
STORY DEMONSTRATION

Instructor will demonstrate story-reading techniques.

Storybook Suggestions:
Grover Goes to School
by Dan Elliott.

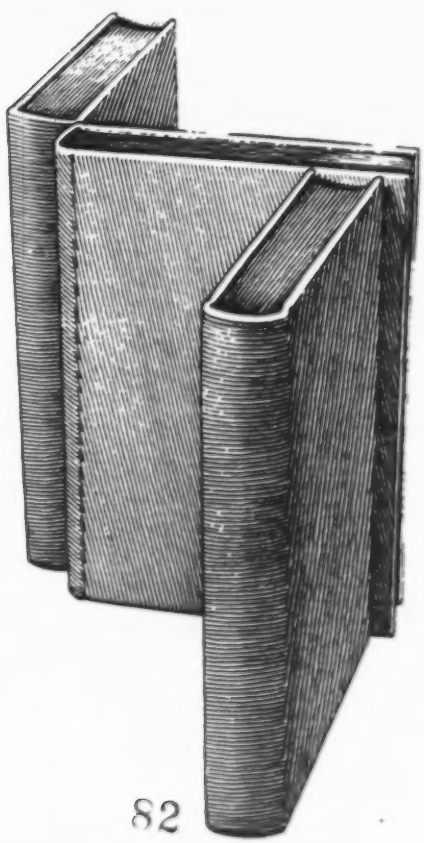
Step 5:
HOME ACTIVITY CHOICES

Interview a family member about his/her school. Write the answers and/or draw the school as it was discussed.

Materials Needed: Brochures from schools, Copies of advertisements of schools. Paper, Markers.

WEEK 17

Step 1:	Step 2:	Step 3:
<u>INITIAL INQUIRY</u>	<u>LEARNING ACTIVITY</u>	<u>LEA ACTIVITY</u>
In what ways is reading studied in school?	Review all the pre-reading and reading activities used so far in our curriculum. Parent and child pairs choose one activity to do.	Instructor's Discretion (See Teaching Tips)



Step 4:
STORY DEMONSTRATION

Instructor will demonstrate story-reading techniques.

Storybook Suggestions:
Grover Learns to Read
by Dan Elliott.

Step 5:
HOME ACTIVITY CHOICES

Check out one of our sets of materials to use at home.

OR

Make a game or activity that encourages reading at home.

Materials Needed: All reading related games and materials used to date. All learning centers related to reading.

WEEK 18

Step 1:	Step 2:	Step 3:
INITIAL INQUIRY	LEARNING ACTIVITY	LEA ACTIVITY
In what ways can we prepare for school reading activities at home?	Draw or build model (with blocks) of your home and plan ways to encourage literacy. For example, leave note pads next to the telephone, make available magazines, recreational books, information manuals, etc. for the family to use.	Instructor's Discretion (See Teaching Tips)

Step 4:
STORY DEMONSTRATION

Instructor will demonstrate story-reading techniques.

Step 5:
HOME ACTIVITY CHOICES

Put into effect all your plans you made for your home.

Storybook Suggestions:
I Can Read With My Eyes Shut Tight by Dr. Seuss.

Materials Needed: Blocks, Paper, Pencils, Markers.

WEEK 19

Step 1: INITIAL INQUIRY	Step 2: LEARNING ACTIVITY	Step 3: LEA ACTIVITY
In what ways are numbers studied in schools? In what ways do we use the number information which we learn at school in our home?	Parent and child teams will work with materials involving numbers skills as well as following directions, sequencing, concepts such as parts of wholes, etc.	Instructor's Discretion (See Teaching Tips)

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Step 4:
STORY DEMONSTRATION

Instructor will demonstrate story-reading techniques.

Storybook Suggestins:
One Fish, Two Fish
by Dr. Seuss.

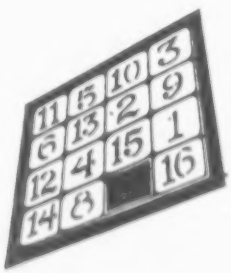
Step 5:
HOME ACTIVITY CHOICES

Check out some of our materials to use at home.

Materials Needed: Math concept activities.

WEEK 20

Step 1: INITIAL INQUIRY	Step 2: LEARNING ACTIVITY	Step 3: LEA ACTIVITY
In what ways can we practice number skills at home to help prepare our children for math in school?	Devise a family board game using math skills to be played at home.	Instructor's Discretion (See Teaching Tips)



Step 4:
STORY DEMONSTRATION

Instructor will demonstrate story-reading techniques.

Storybook Suggestions:
Anno's Counting Book
by M. Anno.

Step 5:
HOME ACTIVITY CHOICES

Try out you game on your family!

Materials Needed: Cardboard, Markers, Crayons, etc.

WEEK 21

Step 1:	Step 2:	Step 3:
INITIAL INQUIRY	LEARNING ACTIVITY	LEA ACTIVITY
What does the word "advocate" mean? How can we become advocates for our children (and ourselves, from the child's point of view) in the school?	Role Play in small groups. A parent-child conference with a child's school teacher.	Instructor's Discretion (See Teaching Tips)

Step 4:
STORY DEMONSTRATION

Instructor will demonstrate story-reading techniques.

Storybook Suggestions:
Play Ball, Amelia Bedelia by Parish.

Step 5:
HOME ACTIVITY CHOICES

Make a list of situations in which parents need to be advocates for their children.

OR

Interview a neighbor about the parent advocacy issue and report back to class.

Materials Needed: Imagination!

WEEK 22

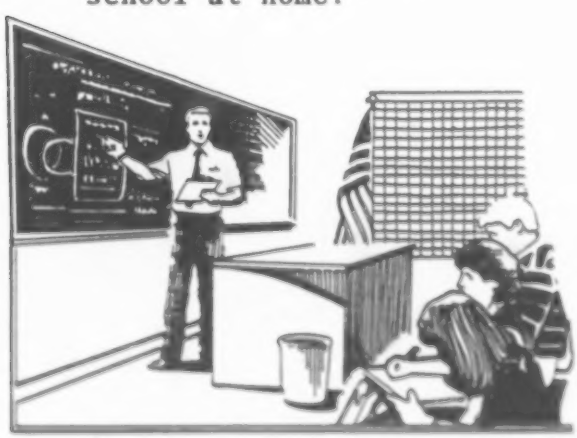
Field Trip to a Local Elementary School and Interview with a Principal or Counselor.

Possible questions to ask the school official:

(1) Do you get angry when parents want to come to talk to you about their children?

(2) How do you feel about parents' being advocates for their children?

(3) How can parents support what you do at school at home?



III. EVALUATION NARRATIVE

In the light of the assumptions made regarding the design of the project and the curriculum, the evaluation methods used are accordingly unique.

To reiterate briefly, the assumptions made regarding the project have been:

1) Social context is of great importance in the literacy development process.
2) Oral language is an integral part of the literacy development process.
3) Learners know that written language has meaning, but when literacy is taught in segmented, isolated parts, many learners do not make the necessary cognitive connections between language function and form.
4) Literacy behaviors are not only used regarding books, but are apparent and necessary in many sociolinguistic activities.

Consequently, ethnographic methodology is being used for most of the project evaluation. Ethnographic evaluation methods have given a longitudinal perspective over the entire time span of the project and have provided a very complete picture of the natural parent-child instructional setting. Furthermore, because the hypotheses developed were grounded upon observational data this evaluation method has been more likely to lead to new insights and hypotheses.

In order to summarize and structure the data collected by means of field notes and observation checklists, the following narrative answers questions based on Henry's Cross-Cultural Outline of Education, (1960).

1. On what does the educational process focus?

In the Intergenerational Literacy Model Project the educational process focuses mainly upon literacy development. Literacy training includes, as mentioned elsewhere, not only activities involving written language, but also oral language, gesturing, drawing, and even playing. Furthermore, literacy behaviors are constantly emphasized by the project staff. For example, environmental print such as warning labels, street signs, and greeting cards is noted and it's helping function stressed.

The literacy instruction has been enriched by training which stresses parenting skills and other general social survival skills.

2. How is the information communicated (teaching methods)?

As discussed in Section 3 the teaching methods involve a combination of large group, small group, and individualized instruction. During the INITIAL INQUIRY section at the beginning of each class, the instructors use large group instruction in order to model the oral language skills. Even though this activity is teacher-centered, the instructors do try (usually successfully) to involve the whole group in discussion and conversation. Then, when the LEANGING ACTIVITIES and later the LANGUAGE EXPERIENCE APPROACH activity begin the parents and children are divided into family teams. In these small groups consisting of a parent and his or her child or children the instructors give guidance to facilitate the lesson. Then, on an individual level, the instructor consults with each parent during the class to give assistance.

3. Who educates?

In the parent-child classes there are several answers to this question. Obviously, the instructor educates. Yet, due to the nature of the learner-centered curriculum, much of the responsibility for learning falls upon the student. The instructor guides the parents in how to guide their children and gives the parents the freedom to proceed at their own pace and according to their own interests. This concept of learner freedom and learner responsibility can be quite anxiety-producing for many students, but the parents in the project seem to be comfortable with the concept. The project designers felt that in another way this manner of instruction would help the parents by helping them to maintain the parental role of guiding adult for their children.

Another aspect of education has been realized in the classes in the form of peer learning. Because the classes are small with so much social interaction, the parents become close to each other. They trust each other, admire each other, and consequently learn from each other. In both the large group discussions and the small group activities they learn from each others' strengths and each others' weaknesses.

Finally, perhaps the most dynamic educators of the project are the children. The children have been excited to be coming to "school" with their parents and to be participating in a "different" sort of class.

Consequently, they interact with a gusto that constantly keeps all the adults thinking. The children's ability to express themselves about what they understand or don't understand is helpful to the instructors, especially when the parents are feeling shy or simply too overwhelmed to comment. The children's enthusiasm with relating the activities of the class

lesson to their school life and their home life guide the parents to participate in this important conceptual activity. Ultimately, their willingness to try virtually anything, with the very real possibility of failure in some instances, in order to gain a skill is the greatest aspect of momentum for their parents -- and the project staff.

4. How does the person being educated participate?

The parents involved in the project participate in a number of ways. The first, and often the most difficult, way a parent participates is by taking the necessary logistical steps to get the family to the literacy classes. Any parent with young children appreciates the difficulty of attending any sort of appointment with one or more children. This particular population of learners experiences the common difficulties involved and often more complicating factors due to their lack of a stable family economy.

During the class itself, the parent participates in each of the five steps of the lessons. The INITIAL INQUIRY period demands that the parent participate in the conversation with the instructors and with the children and the other class members. The LEARNING ACTIVITY period demands that the parent do something with the children. In some cases, this is making a collage, actually fingerpainting, making peanuts, building with blocks, or going on a field trip to the library or the supermarket. The LANGUAGE EXPERIENCE APPROACH activity demands that the parent make some sort of a story with the child. Depending upon the age of the child and the ability level of the parent, this could involve simply labeling a picture that the child has made with simple words or phrases or writing a paragraph about an activity or writing a whole story about the